

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b> Marketing <b>College</b> College of Business (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix</b> MAR <b>Number</b> 6746	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> AI and Marketing - A Behavioral Science Perspective	
<b>Credits</b> (Review Memorandum) 3	<b>Grading</b> (Select One Option) <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Guidelines</a> ) This course takes a behavioral science perspective, re. the impact of Artificial Intelligence (AI) on Marketing. It identifies behavioral and managerial insights that might help companies thrive in the age of AI. This is a non-technical course. No coding or data science skills are required. This is also a hands-on course, requiring substantial participation by way of creating custom GPTs, presentations on important AI-related topics, development of a lifelong AI-learning plan etc.		
<b>Effective Date</b> (TERM & YEAR) Spring 2026				
<b>Prerequisites</b> -graduate standing, and -enrolled in a business degree program  <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		<b>Corequisites</b> N/A	<b>Registration Controls</b> (For example, Major, College, Level) N/A	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in the syllabus or here</b> Syllabus attached		
<b>Faculty Contact/Email/Phone</b> Abhijit Guha / <a href="mailto:guhaa@fau.edu">guhaa@fau.edu</a> / 313 5220064		<b>List/Attach comments from departments affected by new course</b> N/A		

<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 09/04/2025 09/22/2025 09/22/2025 _____ _____ _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



**FLORIDA ATLANTIC  
UNIVERSITY**

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**MAR 6746**  
**AI and Marketing – A Behavioral  
Science Perspective**

**Date: TBA Building: TBA**

**3 Credit(s)**  
**Spring 2026**

### **Instructor Information**

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**Office Hours:** TBA

**Phone:** 313-522-0064

### **Course Description**

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This course takes a behavioral science perspective, re. the impact of Artificial Intelligence (AI) on Marketing. It identifies behavioral and managerial insights that might help companies thrive in the age of AI.

This is a non-technical course. No coding or data science skills are required. This is also a hands-on course, requiring substantial participation by way of creating custom GPTs, presentations on important AI-related topics, development of a lifelong AI-learning plan etc.

### **Instructional Method**

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In-person / TBD

## Required Textbooks

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There is no required textbook. There is, however, an associated course pack from Harvard Business School Publishing ([this requires payment](#)). Tentatively, here are the course pack components:

- Prediction Machines, Updated and Expanded: The Simple Economics of Artificial Intelligence
- Power and Prediction: The Disruptive Economics of Artificial Intelligence
- How Should Gen AI Fit into Your Marketing Strategy?
- How Marketers Can Adapt to LLM-Powered Search
- Beware the AI experimentation trap
- How Gen AI Is Transforming Market Research
- Using Gen AI for Early-Stage Market Research
- How AI Affects Our Sense of Self
- Research: Consumers Don't Want AI to Seem Human
- Don't Let an AI Failure Harm Your Brand
- Fixing chatbots requires psychology, not technology
- How to Build Your Own AI Assistant

## Suggested Textbooks

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### Suggested Articles

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Tentatively:

Grewal, D., Saturnino, C. B., Davenport, T., & Guha, A. (2025). How generative AI is shaping the future of marketing. *Journal of the Academy of Marketing Science*, 53, 702-722.

Hermann, E., & Puntoni, S. (2024). Artificial intelligence and consumer behavior: From predictive to generative AI. *Journal of Business Research*, 180, 114720.

Huang, M. H., Rust, R., & Maksimovic, V. (2019). The feeling economy: Managing in the next generation of artificial intelligence (AI). *California Management Review*, 61(4), 43-65.

## Course Objectives/Student Learning Outcomes

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**CO:01** Develop understanding about how AI – separately for predictive AI and generative AI – impacts marketing, and how AI can help marketers achieve better outcomes (increase revenue, reduce costs, increase profitability etc.)

**CO:02** Develop an understanding about the psychology of AI, especially from the standpoint of consumers. When might consumers embrace AI, and when might consumers resist AI? How might these insights be used by firms, when designing AI offerings?

**CO:03** From a policymaking and societal perspective, and using a behavioral science lens, what are some of the concerns about AI (notably, concerns about bias, privacy, ethics)? How might firms consider these insights when designing AI offerings?

**CO:04** Start creating (simple) AI tools that might help with executing marketing – and related – functions.

**CO:05** AI is advancing rapidly. A key course objective is therefore the creation of individual learning plans, to continuously update AI-related knowledge.

### **At the end of the course, students will be able to think through:**

- how best to apply AI (predictive AI and generative AI) to marketing settings. What are optimal settings for AI applications, and how should such applications be executed?
- how consumers might perceive AI (which might be different from how firms perceive AI), and how to use such insights when designing and executing AI applications.
- how policymakers may have concerns about AI, and how to think about such concerns
- how to create simple Gen AI tools for use in marketing contexts
- how to create a lifelong learning plan, noting that AI is advancing rapidly

## Course Topical Outline

This course will be taught over 8 weeks:

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Week	Lecture Topics	Assignment due
1	Lecture: Introduction to AI in Marketing	
2	Presentation: Concerns re. AI Lecture: Predictive AI/ point solutions	Assignment set 1
3	Presentation: How predictive AI will impact marketing Lecture: Predictive AI/ system solutions	Assignment set 2
4	Lecture: Generative AI	Assignment set 3
5	Presentation: How generative AI will impact marketing Lecture: How consumers are thinking about AI	Assignment set 4
6	Presentation: How consumers are thinking about AI Discussion: Custom GPTs	Assignment set 5
7	Presentation: Custom GPT Discussion: How to use AI for personal and professional productivity	Assignment set 6
8	Presentation: AI learning plan -Final Exam-	Final Exam

## Faculty Rights and Responsibilities

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the

Student Code of Conduct [University Regulation 4.007](#).

## Disability Policy

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at

[www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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Your course grade will be determined by the following parts:

-- Exams: There will be a final exam, which will count for 50% of the course grade. There will be no make-up or alternate exam.

-- Assignments: There will be 6 sets of homework Canvas-based assignments/ LinkedIn (or equivalent) assignments. All assignments (together) will count for 15% of the course grade. Students must finish all the assignments independently. No late submissions allowed.

-- Presentations/ Reflections: This is a group activity. Students will form groups. Each group will make in-class presentations, totaling 35% of the course grade. In some cases, the presentations might have an (online) reflection component.

The graded course components and the maximum available points are as follows:

Exam	50
Assignments	15
Presentations/ Reflections	35
<b>Total</b>	<b>100</b>

## Code of Academic Integrity

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on

personal [integrity and individual responsibility](#). Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

## **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## **Time Commitment Per Credit Hour**

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out- of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of

delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 60%
F	< 60 - 0%

## Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## Policy on Make-up Tests, Late work, and Incompletes

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No late assignments (lots of lead time, can be done prior).

Re. exams, for any absences, please see the instructor to discuss, along with all relevant documentation (e.g. doctor's note).



## Special Course Requirements

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### Required technological skills:

- Basic Skills in computer use
- Access to the internet
- Basic Canvas LMS skills
- Ability to use ChatGPT (specifically - ChatGPT Plus)

### Required Software and Hardware:

- ChatGPT Plus ([this requires payment](#))
- Reliable web browser (recommended Chrome or Firefox)

Reliable laptop that can access FAU wifi, run MS Office, access and use Canvas, run ChatGPT Plus

## Policy on the Recording of Lectures

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## Artificial Intelligence Preamble

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original

work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the

[Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

(Note – The assignments and presentations may require the use of AI. If so, please document how you used AI)

### **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## Student Support Services and Online Resources

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- [Center for Learning and Student Success](#)
- [\(CLASS\) Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology](#)
- [Helpdesk Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning](#)
- [Center Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center](#)
- [\(SASC\) Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing](#)
- [\(UCEW\) Writing Across the Curriculum \(WAC\)](#)

## Title IX Statement

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at

<https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297- CAPS.